

**INTERAMERICAN UNIVERSITY OF PUERTO RICO  
METROPOLITAN CAMPUS  
SCIENCE AND TECHNOLOGY FACULTY  
CARMEN TORRES DE TIBURCIO NURSING DEPARTMENT**

**SYLLABUS**

**I GENERAL INFORMATION**

<b>Course Title</b>	:	FUNDAMENTALS OF NURSING
<b>Code and Number</b>	:	NURS 1111
<b>Credits</b>	:	FOUR (4)
<b>Academic Term</b>	:	
<b>Professor</b>	:	
<b>Office Location and Hours</b>	:	
<b>Office telephone</b>	:	787-250-1912 EXT 2202
<b>Email</b>	:	

**II. DESCRIPTION**

Introduction to the nursing profession and its historical evolution. Emphasis on the principles of the conceptual frame and the concepts of the Program. Includes the ethical, legal and moral aspects based on the practice standards. Discussion of the nursing process for adult care with common interferences in functional health patterns that support physical processes. Integration of the principles and basic concepts of growth and development psycho-physiological aspects, considering cultural diversity within a safe environment. Corequisites NURS. 1112, 1130.

**III. OBJECTIVES**

**TERMINAL OBJECTIVES**

It is expected that upon completing the course, the student should be able to:

1. Demonstrate scientific and humanistic knowledge of the nursing discipline when analyzing biopsychosocial and spiritual aspects in the different stages of growth and development. (AASN)
2. Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families and communities. (BSN)

**GENERAL OBJECTIVES**

1. Explain the significant historical events and the contribution of various theorists that distinguish the nursing profession.
2. Describe the principles and concepts of the conceptual framework of the Program, ethical, legal and moral based on the standards of practice.

3. Discuss the different components that are included in the standards of professional performance and in the process nursing care.
4. Discuss the nursing process as a tool for the humanistic care of the adult with common interferences, whereas functional health of patterns.
5. Describe basic concepts of growth and development and physiological aspects considering its cultural diversity within a safe environment.
6. Use the skills of communication and the use of technology to provide quality care and carry out evidence-based nursing practice.

#### **IV. COURSE CONTENT**

##### **A. Nursing Fundamentals**

##### **1. Nursing theory and professional practice.**

##### **a) Nursing Definition**

##### **i) History of nursing**

##### **b) Nursing theorists**

##### **i) Carmen Torres of Tiburcio**

##### **ii) Florence Nightingale (1860) - Theory of the Environment.**

##### **iii) Marjory Gordon - Functional Patterns.**

##### **iv) Theory of Human Needs-Abraham Maslow.**

##### **v) Cultural Model: Campinha Bacote.**

##### **vi) Madeline Leininger - Rising Sun Theory.**

##### **vii) Malcolm Shepherd Knowles**

##### **viii) Benjamin Bloom**

##### **c) Psychosocial Development Theory- Erik Erikson**

##### **2. The role of the nurse in the quality of health care and safety.**

##### **a) Definition of the concept of humanistic care.**

##### **3. Laws that apply to nursing in Puerto Rico and the United States.**

##### **4. Nursing Related Organizations**

##### **a) ANA- American Nursing Association.**

##### **b) CPEPR - Colegio de Profesionales de la Enfermería en Puerto Rico.**

##### **c) WHO - World Health Organization.**

##### **d) ACEN- Accreditation Commission for Education in Nursing.**

##### **e) IOM - Institute of Medicine.**

##### **f) ICN - International Council of Nursing.**

##### **B. Nursing Process**

##### **1. Introduction to Nursing Process: Foundation for Clinical Judgment.**

##### **a) Components of the Nursing Process.**

##### **b) Nursing Practice and Nursing Process.**

##### **2. Nursing Assessment**

##### **3. Nursing Diagnosis**

##### **a) Taxonomy of Nursing Diagnosis.**

##### **b) Nursing Diagnosis Components.**

##### **4. Identification and planning of results.**

5. Implementation and evaluation.
6. Healthcare Team Communication: Documentation and Reporting.
  - a) Nursing Documentation
    - i. DAR, SOAP and narrative format.
    - ii. Confidentiality
7. Nursing Research and Evidence-Based Care.

### C. Concepts of Provision of Health Services

#### 1. Health, Wellness and Integrative Health

- a) Culture and diversity-<https://effectivehealthcare.ahrq.gov/products/cultural-competence/research-protocol>
- b) National Institute on Minority Health and Health Disparities (NIMHD)-  
<http://www.nimhd.nih.gov/>
- c) Think Cultural-<https://ccnm.thinkculturalhealth.hhs.gov/>.
- d) Introduction to Patient Centered-Care (PCC)  
[https://idainstitute.com/what\\_we\\_do/pcc\\_definitions/](https://idainstitute.com/what_we_do/pcc_definitions/)

#### 2. Communication in the Nurse-Patient Relationship

- a) communication processes
- b) Types of communication
  - i. SBAR
  - ii. Team STEPPS
- c.) Communication and nursing process
- d.) Caring for the elderly

### D. Concepts Involving Protection and Movement

1. Security
  - a) Factors affecting safety
  - b) National Patient Safety Goals JACHO
  - c) National Patient Safety Foundation (NPSF)
  - d) "I'm Safe" checklist
2. Hygiene and self-hygiene
3. Mobility
4. Skin integrity and wound healing
  - a) Pressure ulcers
5. Pain management
  - a) Cultural consideration
6. Sensory perception

## VI. INTEGRATED SCIENTIFIC THEMATIC CONTENT

## A. Basic Anatomy and Physiology

1. Definition of concepts
  - a) Biology
  - b) Life
    - i. Characteristics of human life
      - Anatomy
      - Physiology
2. Organization levels
  - a) Chemical level—Basis for life
  - b) Organization chart level
  - c) Cellular level
  - d) Tissue level
    - i. Organ level
3. System level
  - a) Body Cavities
    - i) The term cavity
  - b) Dorsal body cavities
    - i) Cranial cavity and spinal cavity.
  - c) Ventral body cavities
    - i) Thoracic cavity
    - ii) abdominal-pelvic cavity
    - iii) nine regions
  - d) Organs in dorsal and ventral body cavities.
  - e) Abdominal quadrants.
4. Body Regions
  - a.) Descriptive terms for body regions
  - b.) Area or example
5. Directional Terms
  - a.) Terms used to describe the structure of the body
    - i) upper and lower
    - ii) anterior (ventral) and posterior (dorsal)
    - iii) medial and lateral
    - iv) proximal and distal
    - v) shallow and deep
  - b.) Terms related to organs
    - i) Lumen (light)
    - ii) central and peripheral
    - iii) Medullary (medullary) and cortical (cortex)
  - c.) Apical (apex) and basal (base)

6. Plans and sections of the body

- a) sagittal plane
- b) front (coronal)
- c) cross (horizontal)
- d) cross section
- e) longitudinal section
- f) oblique sections

7. The typical cell

- a) Structures
- b) plasma membranes
- c) fluid mosaic model
- d) phospholipid bilayer

8. Integral membrane proteins (IMPs)

- a) endoplasmic reticulum (ER)
- b) ribosomes
- c) Golgi
- d) lysosomes
- e) proteasomes
- f) peroxisomes
- g) mitochondria

9. Core

- a) Definition
- b) Structure
- c) Functions
- d) Cytoskeleton
- e) Movement of substances through the cell membranes

10. Tissue

- a) Definition of fabric
- b) Matrix
- c) Main types of tissue
  - i) Epithelial tissue
  - ii) Connective tissue
  - iii) Muscle tissue
  - iv) Nervous tissue
- d) Embryonic tissue development
  - i) Primary germ layers
    - endoderm
    - Mesoderm
    - ectoderm
- e) Histogenesis

11. Extracellular matrix (ECM)

- a) fluid environment of the body

- b) ECM components
  - i) Water
  - ii) Proteins and proteoglycans
    - collagen
      - (1) Collagen fibers
      - (2) Reticular fibers
      - (3) Basal lamina
    - elastin
    - glycoproteins and proteoglycans
- c) Fasten tissues together
  - i) ECM- Extracellular Matrix

## 12. Body Membranes

- a) Definition
- b) Epithelial membranes are the most common type
  - i) Cutaneous membrane (skin)
  - ii) serous membrane (serous)
    - parietal membranes
    - visceral membranes
    - Pleura
    - peritoneum
  - iii) mucous membrane (mucous)
- c) Connective tissue membranes

## B. Body Biochemistry

### 1. Definition of concepts

- a) Homeostasis
- b) Metabolism
- c) Catabolism
- d) Anabolism
- e) Inorganic molecules
- f) Organic and inorganic compounds
- g) Electrolyte
- h) Acids
  - i) Bases
  - ii) pH scale

### 2. Body Systems

- a). Gross Anatomy Structures and Major Functions
  - i. Integumentary System
  - ii. Skeletal System
  - iii. Nervous system
  - iv. Sensory Organs
  - v. Endocrine system
  - vi. Hematologic System
  - vii. Cardiovascular

- viii. Respiratory System
- ix. Digestive System
- x. Urinary System
- xi. Male and Female Reproductive System

C. Basic concepts of microbiology

1. Definition of terms

- a) Microbiology
- b) Pathogen
- c) Non-pathogenic
- d) Opportunistic pathogen
- e) Microflora
- f) Sterilization
- g) Disinfection
- h) Disinfectants
- i) Antiseptics
- j) Sanitation
- k) Sepsis
- l) Asepsis
- m) Antisepsis
- n) Antiseptic technique
- o) Sterile technique
- p) Hospital-acquired infections

2. Natural human microflora

- a) Skin microflora
- b) Microflora of the ear and eyes
- c) Respiratory tract microflora
- d) Microflora of the oral cavity
- e) Microflora of the gastrointestinal tract
- f) Microflora of the genitourinary tract

**V. ACTIVITIES**

- 1. Conferences
- 2. Small and large group discussions
- 3. Case scenarios
- 4. Assignments
- 5. Individual readings
- 6. Search on the internet
- 7. Using Blackboard
- 8. Assessment

## VI. EVALUATION

CRITERIA	SCORE	% FINAL
Partial Exam I- Midterm Exam	100	10%
Partial Exam II	100	10%
Partial Exam III	100	10%
Comprehensive Final Exam	100	25%
Assignments/ Quizzes/ Presentations/ ATI modules	100	25%
Clinical Practice Documents	100	5%
Contact Hours- 60 total hours	100	10%
ATI Registration	100	5%
<b>TOTAL</b>	<b>800</b>	<b>100 %</b>

## VII. SPECIAL NOTES

### A. Auxiliary services or special needs

All students who require auxiliary services or special assistance must request these at the beginning of the course or as soon as they know that they need them, through the proper registry, in the Guidance Office with Dr. María de los Ángeles Cabello at email [mcabello@metro.inter.edu](mailto:mcabello@metro.inter.edu)

### B. Honesty, fraud, and plagiarism

Dishonesty, fraud, plagiarism, and any other inappropriate behavior about academic work constitute major infractions sanctioned by the General Student Regulations. The major infractions, as stated in the General Student Regulations, may have consequently, suspension from the University for a definite period greater than one year or permanent expulsion from the University, among other sanctions.

### C. Use of electronic devices

Cellular telephones and any other electronic device that could interrupt the teaching and learning processes or alter the environment leading to academic excellence will be deactivated. Any urgent situation will be dealt with, as appropriate. The handling of electronic devices that allow students to access, store or send data during evaluations or examinations is prohibited.

### D. Compliance with the Provisions of Title IX

The Federal Higher Education Act, as amended, prohibits discrimination because of sex in any academic, educational, extracurricular, and athletic activity or in any other program or function, sponsored or controlled by a higher education institution, whether it is conducted within or outside the property of the institution if the institution receives federal funds.

In harmony with current federal regulations, in our academic unit an Assistant Coordinator of Title IX has been designated to offer assistance and orientation in relation to any alleged incident constituting discrimination because of sex or gender, sexual harassment or sexual aggression. The Assistant Coordinator, Mr. George Rivera, can be reached by phone at (787) 250-1912 extension 2147, or by e-mail [grivera@metro.inter.edu](mailto:grivera@metro.inter.edu).

The Normative Document Titled **Norms and Procedures to Deal with Alleged Violations of the Provisions of Title IX** is the document that contains the institutional rules to direct any complaint that appears to be this type of allegation. This document is available in the Web site of Inter American University of Puerto Rico ([www.inter.edu](http://www.inter.edu)).

## VIII. EDUCATIONAL RESOURCES

### Textbook

Craven, RF, Hirnle, CJ, & Henshaw, C. (2020). Fundamentals of nursing: Concepts and competencies for practice (9th ed.). Philadelphia: Wolters Kluwer. ISBN: 978-1-975-12042-9

Patton, KT, & Thibodeau, GA (2018). Anthony's Textbook of Anatomy & Physiology. St. Louis, MO: Elsevier. 21st Edition ISBN: 978-0-323-52880-1

### Electronic Resources

American Association of Colleges of Nursing <http://www.aacn.nche.edu/education-resources/essential-series>

American Nurses Association (ANA) <http://www.nursingworld.org/>.

Colegio de Profesionales de la Enfermería de P.R. <http://cpepr.org/reglamento.htm>  
<http://www.cpepr.org/codigodeetica.htm>

Electronic health Record (EHR) <https://www.cms.gov/Medicare/E-health/EHealthRecords/index.html>

Estadísticas vitales de PR [Informe Anual Estadísticas Vitales - Inventario de Estadísticas - PR.gov](http://www.pr.gov/informe-anual-estadisticas-vitales)

Ética <http://lce.coqui.org/bioetica>

Information Access Center-CAI <http://www.metro.inter.edu/centro-acceso-informacion/>

Leyes y jurisprudencia de P.R. <http://www.lexjuris.com>

Manejo del dolor <http://www.ahcpr.gov/clinic>

National Institute of Nursing Research (NIH) <http://www.nih.gov/ninr/>.

National Patient Safety Goals

<http://www.jointcommission.org/PatientSafety/NationalPatientSafetyGoals/>

OSHA <https://www.osha.gov/>

Práctica basada en la evidencia en la evidencia (EBP) [www.cochrane.org/](http://www.cochrane.org/)

Profesionalismo y valores personales <http://www.nursetogether.com/professionalism-in-nursing-what-does-it-re>

Transcultural <http://transculturalcare.net/>

U.S. Census Bureau <http://www.census.gov>

U.S. Centers for Disease Control (CDC) <http://www.cdc.gov/spanish/default.htm>

U.S. Department of Health & Human Services Agency for Healthcare Research & Quality <http://teamstepps.ahrq.gov/>

### **STANDARD NURSING CARE PLANS**

Clasificación (NOC) de Resultados Esperados <http://www.nursing.uiowa.edu/noc>

Cuidados de Enfermería Planes de Cuidado Estandarizados

<http://teletel.terra.es/personal/duenas/home.htm>

<http://www.nursingworld.org/ojin/tpc7/tpc71.htm>

Diagnósticos de Enfermería (NANDA) <http://www.nanda.org>

Intervenciones de Enfermería (NIC) <http://www.nursing.uiowa.edu/nic>

**08/2022 REV Oct2022/MRV**